



Session#3

Getting Aid Right



**Use the 2003-2004 ISIR Analysis Tool
To improve School Verification Procedures
And Practices**

(Hands-On Session)

**U.S. Department of
Education**

Electronic Access Conference 2003

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Session Objectives

1. Demonstrate how the ISIR Analysis Tool can help you improve your verification process.
2. List the verification issues the software can address.
3. Identify the characteristics of 3 reports and evaluate results for a real school.
4. Review what is new in the Tool for 2004-05.
5. Identify additional resources to provide help and guidance.

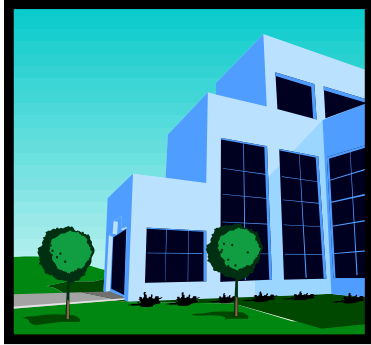
What is the ISIR Analysis Tool?

1. A verification Tool
2. Part of the EDE Suite Software
3. Available free to all schools:
 - ▶ Download from fsadownload.ed.gov
4. Analyzes ISIR data:
 - ▶ Compares two transactions (initial and Paid on)
 - ▶ Reports on the frequency and impact of corrections

The Design of the ISIR Analysis Tool Helps you determine:

- ☐ What are the most frequently changed ISIR fields?
- ☐ What is the impact on EFC and Pell Eligibility?
- ☐ Who should be verified?
- ☐ Who could be left alone?
- ☐ How could the institutional process be more efficient?

A school dilemma...



 Let's imagine that...



cenario 1

During the 2002-03 Award Year, a Non-Quality Assurance School elected to participate in a pilot study to see how valuable the ISIR Analysis tool could be for their institution. They also volunteered to provide us with their school database for the 2003-04 Award Year. We are using their database for this presentation and the names and Social Security Numbers have been changed to protect the privacy of the students and the school.

The school is a state school and they have been becoming increasingly concerned that since 1992, there has been no increase to state need-based aid. As a result, they have been targeting institutional dollars to in-state students only, leaving only federal dollars available for out-of-state students.

The Administration is concerned about the impact this has on out-of-state students. It is also concerned about student loan indebtedness. The Administration wants the aid office to look at ways to ensure that institutional and federal funds are going to the right students.

The school is seeing an increase in enrollment and aid applications. Approximately 75% of the student population applies for aid. The administration is also looking for ways that the Financial Aid Office can improve their consumer information to help students correct errors prior to completing and submitting their FAFSA.

What can the financial aid staff do to address these issues?

What tool can help identify which students you should select for institutional verification in addition to those selected by CPS? This same tool can also help you improve your consumer information to reduce applicant error.

- A. The ISIR Tally System
- B. The ISIR Analysis Tool
- C. The Data Element System

Getting Started with the Tool



Using the tool requires 4 steps:

1. Download the Software from
(fsadownload.ed.gov)
2. Set up the Software
 - ▶ **Field increments – Parent’s AGI and Student’s AGI**
 - ▶ **Verification Tracking Flag**
 - ▶ **In-State Residence**
 - ▶ **Grade Level**
3. Import ISIR’s-EDExpress or Mainframe
4. Validate Data

Instructor Demonstration

Step 2: ISIR Analysis Tool Set Up

Step	Action
1	From the Windows desktop, click Start .
2	Select programs/EDESuite/ISIR Analysis Tool 2003-04/ISIR Analysis Tool for Windows 2003-2004 . The login dialog box is displayed.
3	Enter your user ID, SYSADMIN . We have already established a user ID for you. It's SYSADMIN. If this is your first time logging into the Tool, your USER ID is SYSADMIN.
4	Type your password, EAC We have already established a password for you; it's EAC. Had you newly installed the Tool, your password would be SYSADMIN, the default password. Also, if this is your first time logging into a newly installed Tool, you need to enter a new password in the New Password text entry box. You will then be asked to verify the new password.
5	Click OK. You have logged into the Tool .
6	Select Tools/Setup/System from the menu bar. The System Setup dialog box is displayed.
7	Enter your 8 digit OPEID# For the purpose of this demonstration, we used 11111111
8	Enter the School Name . For the purpose of this demonstration, we pre-entered the name Session3EAC
9	Leave the Are you an edexpress user? check box selected. Selecting this check box allow you to import ISIRs from EDEExpress.
10	Select the Return to Dialog check box. Selecting this check box tells the software to return you to the same dialog box after printing, exporting, or importing. If you leave this check box unselected, the software will return you to the Tool main screen after each process.
11	Click the down arrow for the Single/Multiple (Default Print) field and select Multiple . Select single if you usually print one record at a time. Select Multiple if you usually print multiple records. Single is the default setting; you can change it in the Print dialog box for a specific print job.
12	Click the down arrow for the Default Report File Destination field and select Screen . Select the destination to which you normally direct your report output. This is the default setting; you can change it in the Print dialog box for a specific print job.
13	Click OK . You have completed System Setup.

Instructor Demonstration

Step 2(continued): Set up the Field Increment Codes –
Parent AGI (1-10,000 increments)

To run certain reports (such as the reports you will be running later in this session), you need to define a field increment under custom formats. When you create a field increment, you assign a code, select a single ISIR field, and specify the increment and the range of values you want to examine. Then, whenever you want to use that format to print a report, you will enter the code in the Field Increment code field in the Field dialog box. In this exercise, we will set up field increments to display a range of values of Parents' and Students' Adjusted Gross Income.

Step	Action
1	Select Tools/Custom Formats/Field Increments from the main menu bar.
2	Enter a Code of up to six characters to identify the format. In this case, we have chosen a simple code for the (Parent Adjusted Gross Income – Field increment), A .
3	Enter a Description of up to 50 characters for the format. (For training we used: PAGI 10,000 increments).
4	Click the Field down arrow to display the list of available field in alphabetical order. Select Parents' Adjusted Gross Income .
5	Enter the minimum (lowest) value in the range you want to use for the field. In this case, the lowest value is 1 .
6	Enter the Maximum (greatest) value in the range you want to use for the field. In this case, the highest value is 200,000 .
7	Enter the Increment for the values in this field. In this case, we decided to break into ranges of 10,000.
8	Click Save . You have created a Field Increment format. Select this format when printing certain reports to display records by the reported parents' AGI in increments of \$10,000 beginning with \$1 to \$10,000.
9	Click OK to return to the main menu.



Participant Exercise #1

Step 2(continued): Set up the Field Increment Codes – Student AGI (\$1-5,000 increments)

Step	Action
1	Select Tools/Custom Formats/Field Increments from the main menu bar.
2	Enter a Code of up to six characters to identify the format. In this case, we have chosen a simple code for the (Student Adjusted Gross Income – Field increment), B .
3	Enter a Description of up to 50 characters for the format. (For training we used: STAGI 5,000 increments).
4	Click the Field down arrow to display the list of available field in alphabetical order. Select Students' Adjusted Gross Income .
5	Enter the minimum (lowest) value in the range you want to use for the field. In this case, the lowest value is 1 .
6	Enter the Maximum (greatest) value in the range you want to use for the field. In this case, the highest value is 100,000 .
7	Enter the Increment for the values in this field. In this case, we decided to break into ranges of 5,000.
8	Click Save . You have created a Field Increment format. Select this format when printing certain reports to display records by the reported students' AGI in increments of \$5,000 beginning with \$1 to \$5,000.
9	Click OK to return to the main menu.

Instructor Discussion

Step 3: Importing ISIR Instructions from EDEExpress

In this training, we have already imported a database. However, these instruction are for you when you return to your office and import your ISIR records into the Tool. You will import two files of ISIRs: a file of “initial” ISIRs and a file of “paid on” ISIRs that have been prepared by your school’s IT department or that you import from EDEExpress software.

Step	Action
1	Go into EDEXpress and import your 2003-04 records. Once you do this step, you will find that importing into the ISIR Analysis (verification) Tool for 2003-04 is fairly simple. Remember, if you are pulling in your initial and paid on ISIRs on different days, you will need to go back into the EDEExpress database and pull down your most recent ISIRs to date. This will provide you with the most recent ISIRs on the file that will reflect any changes made to the ISIR after verification or student self-corrected items.
2	Go into the 2003-04 ISIR Analysis (verification) Tool and select File and select Import .
3	Import Type: Select 2003-04 EDEExpress Database as your file.
4	Report To: Select Printer, File, or Screen .
5	Update: You will be importing two groups of ISIRs. Select Update “Initial” records only for the first set of ISIR records you are selecting. Select Update “Paid On” records only for the ISIR records that you want to compare with the originals. It does not matter which group you pull in first, and you do not have to pull the initial or paid on ISIR records on the same day.
6	ISIR Add Date: You can enter a date in this field and the system will pull in all 2003-2004 ISIR records pulled down up to the date you provide for the import of initial ISIRs. If you have selected Updated “paid on” records only , the option of ISIR Add Date will not be available. This is OK because the software will automatically select the higher transaction. If there is no higher transaction, the software will import the same initial ISIR transaction record. This will show you that no changes occurred for that record.
7	Transaction: Select either the highest or lowest transaction on file that you would like imported into the database. For example, for initial ISIRs you may want the lowest transaction; for paid on ISIRs you may want the highest transaction.
8	Prompt For Duplicates: Select this check box.
9	Selection Criteria Button: Click this button to display all the records in your EDEExpress database that you indicated by the date you placed in the ISIR Add Date field. If you do not want to import all of these students but want to select only a sample, you can pick and choose the ones you want from this screen.
10	Select OK and the records will import.

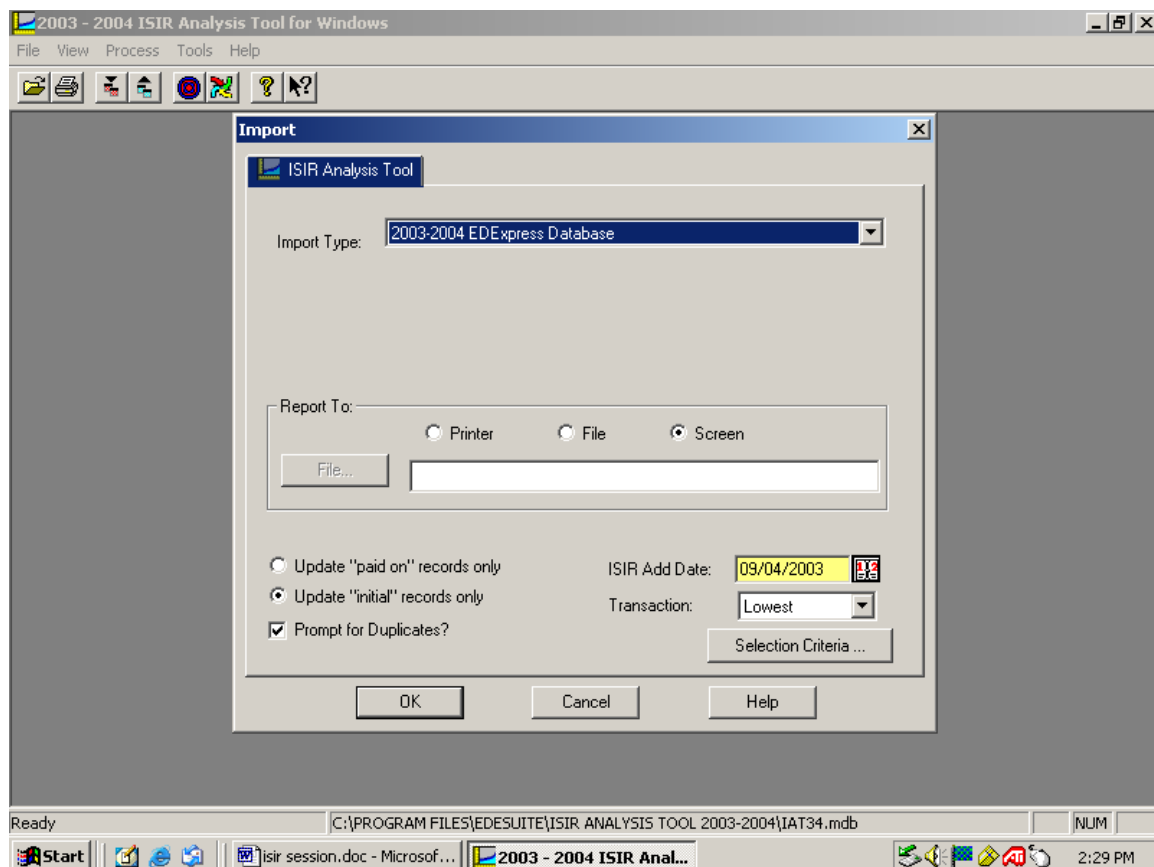
Instructor Discussion

Step 3 (continued): Importing ISIR Instructions from EDEExpress

Remember, it's OK to import the initial records on one day and the paid on records on another day. Once you have imported both the initial and paid on records, you will have to validate the files by selecting Process/Validation in the ISIR Analysis Tool. It will make sure that you have an initial and paid on record that has a valid EFC for each student. If a record doesn't match, it will be deleted from the database.

*Also remember, that if you continue to add initial ISIR records to your database (i.e. from January 1, 2003, through June 15, 2004), you will need to select the **Prompt for Duplicates?** Check box; otherwise, the software automatically skips everything. You need to click **Update** or **Update All** when that dialog comes up. As long as you do that, the rejected ISIRs will get overwritten with the valid ones.

IMPORT SCREEN in the ISIR Analysis Tool



Instructor Discussion

Step 3: - Continued- Importing ISIR Instructions from a Mainframe System

If you use a mainframe system to manage your ISIR data, importing ISIRs into the ISIR Analysis (verification) Tool for 2003-2004 is a little more involved. Since storage is an issue for most schools, one of the following options might be better suited for your institution.

There really is no way to “tag” your initial and paid on ISIRs through CPS. You need to do some upfront planning if you are a mainframe school. It will be harder if you overwrite ISIR data as they are received. You are going to have to determine ahead of time whether you want to do the whole population or a sample. If you choose to do either option, you need to pick a time and say that those are your initial data and another time and say that these are your paid on data. If your data center is willing to help you devise a system to mark records, that’s an option too.

Step	Action
1	Option 1: Determine a cutoff date, for example, May 1. Import the ISIR data you have at that time for a select group of students or for your entire population. These will be your initial ISIRs. In the fall, after any and all verification is complete, import the ISIR data you have on file as of, say, October 15 for the same group of students or your entire population that you selected on May 1.
2	<p>Option 2: Work with your data center staff to separate out and retrieve the initial transactions for a select group of students as you import ISIRs from CPS. Have your data center create a separate ASCII file of the initial transactions of your students. You will need the record layouts from the EDE Technical Reference http://fsadownload.ed.gov/CODTechRef0304.htm to obtain the Header and Trailer Record and ISIR Record Description/Data Dictionary. Note the header record must be at the beginning of each file, and trailer record must be at the end. Remember that the data should follow the record layouts exactly, in a continuous string of characters with no spaces. Once you receive the ASCII file of ISIRs, you can import them into the ISIR Analysis Tool. Important Note: See the Bits & Bytes section of the desk reference for information on reading record layouts and for an example of what the ASCII file looks like.</p> <p>You can continue to do this up to a certain cutoff date or make it a one-time occurrence. In the fall, you will again ask your data center to separate out the most recent transaction on file for the same group of students, which you will import in the ISIR Analysis tool as the paid on transaction.</p>
3	To obtain additional guidance regarding importing from a mainframe go to the Desk Reference Guide (pages 20-24) at: https://www.fsadownload.ed.gov/repository/IATools0304May/0304ISIRAnalysisToolDeskReference.pdf



Participant Exercise # 2

Step 4: Validate Data

In the software, we select Data Validation to make sure that we have an initial and a paid on ISIR record for each student.

Step	Action
1	Select Process/Data Validation from the main menu. (You can also click the Data Validation icon on the main menu bar.) A dialog box is displayed with information about the Data Validation process.
2	Click Yes to continue. The data validation process begins. You will be alerted when the process has been completed successfully.
3	Click OK

If there is no EFC for either the initial or paid on ISIR the records for that student will be deleted. **Why?** One of the conditions of the software is that the record must have an EFC. **Logic** - We need an EFC to compare the initial and paid on ISIR. The same holds true if we have an initial ISIR but no Paid on ISIR or vice-versa – the record will be deleted during the validation process.

ANALYSIS
Let the Fun Begin
Participant Exercise 3



- ☐ Changes to ISIR Fields Report for both Dependent and Independent Students.
- ☐ Review the Reports
- ☐ Identify ISIR fields that warrant further analysis.

Participant Exercise 3:



REPORT: Changes to ISIR Field Report Dependent Students

In this exercise, you will run the Changes to ISIR Fields Report first for dependent and then for independent students. Remember, we have already set up the system, and your ISIRs have been imported and validated. This report provides counts of records with changes to specific ISIR fields and describes the impact of those changes on EFC. **Why you want to use it?** It allows you to identify the most problematic ISIR elements school wide or within a specific subpopulation. **Now it is time to analyze the data.**

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>Changes to ISIR Fields</u> .
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Selected Fields Code . The Selected Fields Code gives you the option to select VERDEP , which will select all ISIR elements that are required to be verified for a Dependent Student.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Sequence Number .
8	Click OK to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
9	Click the close button when you are done.

Let's review this report; you have a copy of it in your handbook on page 22. The report lists fields that affect the EFC and displays the number of corrections made to those field with a corresponding percentage of the total number of corrections. It also shows the number of records for which the EFC increased, decreased, or remained unchanged because of a change to the field and the corresponding percentages for that field.

Some observations about the Changes to ISIR Fields Report.

1. 170 of the corrections made in the Adjusted Gross Income had an EFC increase; 142 corrections in the same field had an EFC decrease.
2. 218 of the corrections made to the parents' U.S. Income Tax Paid had an EFC increase; 112 corrections had EFC decrease.
3. 248 of the corrections in the sum of parents' Worksheet A and B had an EFC increase; 133 had an EFC decrease.

You complete the following:

4. _____ of the corrections made in the **Parents Number of Family Members** had an EFC increase; _____ corrections in the same field had an EFC decrease.

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Report Date: 09/05/2003 U.S. DEPARTMENT OF EDUCATION
 PAGE: 1
 Report Time: 08:08:57 ISIR ANALYSIS TOOL - 2003-2004

Changes to ISIR Fields -Dependent Students ALL RECORDS SORT:

Sequence Number

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE
 PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Records Initial Field Selected	EFC		EFC		EFC		Decreased		Unchanged	
	Corrected		Increased							
	#	%	#	%	#	%	#	%	#	%
PARENTS' NUMBER OF FAMILY MEMBERS	197	6.3%	85	2.7%	46	1.5%	66	2.1%		
PARENTS' NUMBER IN COLLEGE	119	3.8%	44	1.4%	30	1.0%	45	1.4%		
PARENTS' TAX RETURN FILED?	135	4.3%	54	1.7%	46	1.5%	35	1.1%		
PARENTS' TYPE OF TAX RETURN USED?	63	2.0%	33	1.1%	11	0.4%	19	0.6%		
PARENTS' ADJUSTED GROSS INCOME	379	12.1%	170	5.4%	142	4.5%	67	2.1%		
PARENTS' U.S. INCOME TAX PAID	403	12.8%	218	6.9%	112	3.6%	73	2.3%		
PARENTS' TOTAL FROM WORKSHEET A	293	9.3%	122	3.9%	58	1.8%	113	3.6%		
PARENTS' TOTAL FROM WORKSHEET B	258	8.2%	126	4.0%	75	2.4%	57	1.8%		
PARENTS' TOTAL FROM WORKSHEET C	122	3.9%	58	1.8%	48	1.5%	16	0.5%		
STUDENT'S TAX RETURN FILED?	108	3.4%	41	1.3%	33	1.1%	34	1.1%		
STUDENT'S TYPE OF TAX RETURN USED?	62	2.0%	26	0.8%	18	0.6%	18	0.6%		
STUDENT'S ADJUSTED GROSS INCOME	209	6.7%	98	3.1%	47	1.5%	64	2.0%		
STUDENT'S U.S. INCOME TAX PAID	266	8.5%	138	4.4%	59	1.9%	69	2.2%		
STUDENT'S TOTAL FROM WORKSHEET A	61	1.9%	18	0.6%	22	0.7%	21	0.7%		
STUDENT'S TOTAL FROM WORKSHEET B	39	1.2%	14	0.4%	15	0.5%	10	0.3%		
STUDENT'S TOTAL FROM WORKSHEET C	34	1.1%	17	0.5%	8	0.3%	9	0.3%		
Corrected Count										
Totals	2748		1262		770		716			

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count 877
 Total Unduplicated Non-corrected Record Count 2263
 Total Target Size 3140

List three ISIR items that you may want to further analyze.

1. _____
2. _____
3. _____

Participant Exercise 3: (continued)



REPORT: Changes to ISIR Field Report Independent Students

We just ran the Changes to ISIR Fields Report for dependent students. Now let's generate the report for independent students.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select Changes to ISIR Fields .
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Selected Fields Code . The Selected Fields Code gives you the option to select VERIND , which will select all ISIR elements that are required to be verified for an Independent Student.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Independent . Only independent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Sequence Number .
8	Click OK to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
9	Click the close button when you are done.

Let's review this report; you have a copy of it in your handbook on page 24 . The report lists fields that affect the EFC and displays the number of corrections made to those field with a corresponding percentage of the total number of corrections. It also shows the number of records for which the EFC increased, decreased, or remained unchanged because of a change to the field and the corresponding percentages for that field.

Some observations about the Changes to ISIR Fields Report.

1. 40 of the corrections made in the Adjusted Gross Income had an EFC increase; 41 correction in the same field had an EFC decrease.
2. 63 of the corrections made in the Student's U.S. Income Tax Paid had an EFC increase; 31 corrections in the same field had an EFC decrease.
3. 88 (**34+54**) of the corrections to either students' Worksheet A and B had an EFC increase; 43 (**17+26**) had an EFC decrease.
4. 43 of the corrections made in Student's Number of Family members had an increase; 21 had an EFC decrease.

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Report Date: 09/05/2003 U.S. DEPARTMENT OF EDUCATION
PAGE: 1
Report Time: 08:35:31 ISIR ANALYSIS TOOL - 2003-2004

Changes to ISIR Fields-INDEPENDENT

ALL RECORDS

SORT:

Sequence Number

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE
PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Initial Field Selected	Records Corrected		EFC Increased		EFC Decreased		EFC Unchanged	
	#	%	#	%	#	%	#	%
STUDENT'S TAX RETURN FILED?	27	1.3%	9	0.4%	5	0.2%	13	0.6%
STUDENT'S TYPE OF TAX RETURN USED?	20	1.0%	9	0.4%	4	0.2%	7	0.3%
STUDENT'S NUMBER OF FAMILY MEMBERS	117	5.6%	43	2.0%	21	1.0%	53	2.5%
STUDENT'S NUMBER IN COLLEGE	71	3.4%	25	1.2%	19	0.9%	27	1.3%
STUDENT'S ADJUSTED GROSS INCOME	108	5.1%	40	1.9%	41	2.0%	27	1.3%
STUDENT'S U.S. INCOME TAX PAID	124	5.9%	63	3.0%	31	1.5%	30	1.4%
STUDENT'S TOTAL FROM WORKSHEET A	83	4.0%	34	1.6%	17	0.8%	32	1.5%
STUDENT'S TOTAL FROM WORKSHEET B	140	6.7%	54	2.6%	26	1.2%	60	2.9%
STUDENT'S TOTAL FROM WORKSHEET C	51	2.4%	22	1.0%	10	0.5%	19	0.9%
Corrected Count								
Totals	741		299		174		268	

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count 376
Total Unduplicated Non-corrected Record Count 1725
Total Target Size 2101

Explanation of the data included on this report can be found in the Help Text.
Click the 'Help' button on the Print dialog box to display a window with a list of
reports. From this list, select the report for which you would like an
explanation.

List three ISIR items that you may want to further analyze.

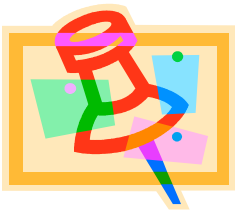
1. _____
2. _____
3. _____

Participant Exercise 4

Analysis Let the Fun continue



- ☐ Identify income ranges where EFC changes are concentrated by running the **ISIR Changes by Field Increment Report**. Run the report for both Dependent and Independent students.
- ☐ Run the **ISIR Changes by Field Increment and Pell Eligibility Report**-Run the report for both Dependent and independent Students to determine the impact on Pell Eligibility.
- ☐ Discuss Verification Outcomes.



Please note that the **ISIR Changes by Field Increment Report** assumes full-time enrollment, full-time cost, and a full-scheduled award for each student.

Participant Exercise 4



REPORT: ISIR Changes by Field Increment Dependent Students



cenario 2

A majority of your funds include Federal and State Aid. The Changes by ISIR Fields Reports for both Dependent and Independent Student's indicated that AGI and Taxes Paid were an issue. To determine if there is a range that you may want to concentrate your efforts on, you need to run the ISIR Changes by Field Increment Report for both the dependent and independent student population.

Next you will want to determine what AGI ranges are most likely to experience a change in Pell eligibility. You can determine to answer these questions by running the ISIR changes by Field Increment and Pell Eligibility Report



REPORT ISIR Changes by Field Increment Dependent Students

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>ISIR Changes by Field Increment.</u>
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select A . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report parent records by the parents' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a parents' AGI from \$1 to 10,000, and so on.
8	Click OK to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
9	Click the close button when you are done.

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Report Date: 09/22/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
 Report Time: 11:41:36 ISIR ANALYSIS TOOL - 2003-2004
 ISIR Changes by Field Increment
 ALL RECORDS SORT: Field Range
 PARENTS' ADJUSTED GROSS INCOME
 THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

 OPEID#: 11111111 School Name: SESSION3EAC

Initial Field Range	Fields Corrected		EFC Increased (Records)		EFC Decreased (Records)		EFC Unchanged (Records)	
	#	%	#	%	#	%	#	%
<blank>	846	9.3%	15	1.3%	6	0.5%	58	5.2%
1 TO 10,000	463	5.1%	4	0.4%	1	0.1%	62	5.5%
10,001 TO 20,000	1432	15.7%	49	4.4%	16	1.4%	143	12.7%
20,001 TO 30,000	1569	17.2%	99	8.8%	46	4.1%	52	4.6%
30,001 TO 40,000	1412	15.4%	81	7.2%	44	3.9%	55	4.9%
40,001 TO 50,000	1414	15.5%	51	4.5%	42	3.7%	30	2.7%
50,001 TO 60,000	704	7.7%	30	2.7%	32	2.8%	27	2.4%
60,001 TO 70,000	429	4.7%	13	1.2%	24	2.1%	20	1.8%
70,001 TO 80,000	286	3.1%	13	1.2%	13	1.2%	20	1.8%
80,001 TO 90,000	213	2.3%	8	0.7%	8	0.7%	10	0.9%
90,001 TO 100,000	149	1.6%	7	0.6%	8	0.7%	8	0.7%
100,001 TO 110,000	56	0.6%	1	0.1%	3	0.3%	4	0.4%
110,001 TO 120,000	41	0.4%	1	0.1%	2	0.2%	3	0.3%
120,001 TO 130,000	63	0.7%	1	0.1%	3	0.3%	4	0.4%
130,001 TO 140,000	24	0.3%	1	0.1%	1	0.1%	1	0.1%
140,001 TO 150,000	22	0.2%	0	0.0%	1	0.1%	3	0.3%
150,001 TO 160,000	11	0.1%	0	0.0%	1	0.1%	0	0.0%
160,001 TO 170,000	11	0.1%	0	0.0%	1	0.1%	0	0.0%
170,001 TO 180,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
180,001 TO 190,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
190,001 TO 200,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count								
Totals	9145							
Total Target Size	1126		374		252		500	
Explanation of the data included on this report can be found in the Help Text.								

Some observations about the ISIR Changes by Field Increment Report

1. 99 of the corrections made in the **Parents' 20,001 to 30,000 AGI Grouping** had an EFC increase; 46 corrections in the same field had an EFC decrease.
2. 81 of the corrections made in the **Parents 30,001, 40,000 AGI Grouping** had an EFC increase; 44 corrections in the same field had an EFC decrease.
3. 51 of the corrections made in the **Parents' 40,001 to 50,000 AGI Grouping** had an EFC increase;



Please note that this report assumes full-time enrollment, full- time cost, and a full-scheduled award for each student.

Possible Institutional Verification Selection Criteria might be:



Dependent Students with parental AGI from \$20,001-50,000

We see changes to EFC within the ranges of \$20,001 to \$50,000. We begin to wonder if there is a way to narrow this grouping even further. After we evaluate the Independent AGI, we will want to determine the impact the EFC had on Pell eligibility. We will do this shortly by running the **ISIR Changes by Field Increment and Pell Eligibility Report.**

Participant Exercise 4 – (Continued)



REPORT ISIR Changes by Field Increment Independent Students

We just ran the ISIR Changes by Field Increment Report for dependent students. Now let's generate the report of independent students.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use it displayed.
2	Select <u>ISIR Changes by Field Increment</u> .
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select B . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the students' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Independency Status field and select Independent . Only independent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a students' AGI from \$1 to 5,000, and so on.
8	Click OK to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
9	Click the close button when you are done.

Electronic Access Conference 2003

Report Date: 09/22/2003
Report Time: 11:37:11

U.S. DEPARTMENT OF EDUCATION
ISIR ANALYSIS TOOL - 2003-2004

PAGE: 1

ISIR Changes by Field Increment ALL RECORDS

SORT: Field Range

STUDENT'S ADJUSTED GROSS INCOME

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Initial Field Range	Fields Corrected		EFC Increased (Records)		EFC Decreased (Records)		EFC Unchanged (Records)	
	#	%	#	%	#	%	#	%
<blank>	663	17.4%	11	2.0%	6	1.1%	69	12.5%
1 TO 5,000	389	10.2%	7	1.3%	1	0.2%	46	8.3%
5,001 TO 10,000	404	10.6%	10	1.8%	3	0.5%	43	7.8%
10,001 TO 15,000	397	10.4%	8	1.4%	8	1.4%	45	8.1%
15,001 TO 20,000	516	13.6%	30	5.4%	11	2.0%	42	7.6%
20,001 TO 25,000	434	11.4%	25	4.5%	13	2.4%	26	4.7%
25,001 TO 30,000	266	7.0%	17	3.1%	9	1.6%	14	2.5%
30,001 TO 35,000	192	5.0%	10	1.8%	7	1.3%	12	2.2%
35,001 TO 40,000	135	3.6%	9	1.6%	7	1.3%	7	1.3%
40,001 TO 45,000	134	3.5%	8	1.4%	6	1.1%	2	0.4%
45,001 TO 50,000	67	1.8%	5	0.9%	2	0.4%	4	0.7%
50,001 TO 55,000	49	1.3%	4	0.7%	1	0.2%	1	0.2%
55,001 TO 60,000	39	1.0%	3	0.5%	1	0.2%	2	0.4%
60,001 TO 65,000	24	0.6%	3	0.5%	1	0.2%	0	0.0%
65,001 TO 70,000	47	1.2%	0	0.0%	3	0.5%	4	0.7%
70,001 TO 75,000	33	0.9%	0	0.0%	2	0.4%	2	0.4%
75,001 TO 80,000	11	0.3%	0	0.0%	1	0.2%	1	0.2%
80,001 TO 85,000	2	0.1%	0	0.0%	0	0.0%	1	0.2%
85,001 TO 90,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
90,001 TO 95,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
95,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count								
Totals	3802							
Total Target Size	553		150		82		321	

Explanation of the data included on this report can be found in the Help Text.

Some observations about the ISIR Changes by Field Increment Report

1. 30 of the corrections made in the **students' 15,001 to 20,000 AGI Grouping** had an EFC increase; 11 corrections in the same field had an EFC decrease.
2. 25 of the corrections made in the **Students' 20,001 to 25,000 AGI Grouping** had an EFC increase; 13 corrections in the same field had an EFC decrease.
3. 17 of the corrections made in the **Students' 25,001 to 30,000 AGI Grouping** had an EFC increase; 9 corrections in the same field had an EFC decrease.

Was there evidence to believe there could be an impact on Campus-Based funding? What AGI grouping do you think might be good to target for 2004-05 award year? \$_____ to \$_____



Independent Students with student AGI from \$15,001 to 30,000.

Participant Exercise 4 – (Continued):



REPORT: ISIR Changes by Field Increment and Pell Eligibility Report. Dependent Students

In this exercise, you will run the ISIR Changes by Field Increment and Pell Eligibility Report for both dependent and independent students. Remember, we have already set up the system, and your ISIRs have been imported and validated. This report provides counts of the number of fields corrected and the impact of those corrections on EFC and Pell eligibility within user specified ranges of any single ISIR data element. **Why you want to use it?** It allows you to identify ranges of ISIR values that should, or need not be targeted for verification. **Now it is time to analyze the data.**

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>ISIR Changes by Field Increment and Pell Eligibility Report.</u>
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select A . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the parents' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a parents' AGI from \$1 to 10,000, and so on.
8	Click OK to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
9	Click the close button when you are done.

Electronic Access Conference 2003

Report Time: 09:30:58 ISIR ANALYSIS TOOL - 2003-2004

ISIR Changes by Field Increment and Pell Eligibility

ALL RECORDS

SORT: Field Range

PARENTS' ADJUSTED GROSS INCOME

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Initial Field Range	Selected Field Corrected		EFC Increased		EFC Decreased		EFC Unchanged OR Still Within Initial EFC Range	
	#	%	#	%	#	%	#	%
<blank>	33	2.0%	14	0.8%	4	0.2%	15	0.9%
1 TO 10,000	18	1.1%	3	0.2%	0	0.0%	15	0.9%
10,001 TO 20,000	37	2.2%	13	0.8%	2	0.1%	22	1.3%
20,001 TO 30,000	57	3.4%	35	2.1%	14	0.8%	8	0.5%
30,001 TO 40,000	55	3.3%	31	1.9%	15	0.9%	9	0.5%
40,001 TO 50,000	23	1.4%	16	1.0%	6	0.4%	1	0.1%
50,001 TO 60,000	7	0.4%	6	0.4%	1	0.1%	0	0.0%
60,001 TO 70,000	7	0.4%	6	0.4%	1	0.1%	0	0.0%
70,001 TO 80,000	4	0.2%	4	0.2%	0	0.0%	0	0.0%
80,001 TO 90,000	3	0.2%	3	0.2%	0	0.0%	0	0.0%
90,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,001 TO 110,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
110,001 TO 120,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,001 TO 130,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
130,001 TO 140,000	1	0.1%	1	0.1%	0	0.0%	0	0.0%
140,001 TO 150,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	245		132		43		70	
Corrected Count Percentages		14.7%		7.9%		2.6%		4.2%

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count 245
 Total Unduplicated Non-corrected Record Count 1423
 Total Target Size 1668

Total Scheduled Award Summary Data:

Initial Scheduled Award Total \$ 739,650
 Transaction Paid On Scheduled Award Total \$ 561,250
 Average Scheduled Award Increase \$ 1,012
 Average Scheduled Award Decrease \$ 1,681

Pell Data:

Total Initial Pell Eligible records that became Ineligible on Transaction Paid On 50
 Percentage of Students that became Pell Ineligible On Transaction Paid On 3.0%

Total Initial Eligible Scheduled Award Loss \$ 131,600

Explanation of the data included on this report can be found in the Help Text.
 Click the 'Help' button on the Print dialog box to display a window with a list of Reports.

When we review the report, we see changes in the EFC either increasing or decreasing between ____ and _____. What AGI grouping do we think we may want narrow in our focus for 2004-05 for Dependent Students? \$ _____ to \$ _____.

Conclusion thus far:



Dependent Students with parental AGI from \$20,001-40,000

Participant Exercise 4 – (Continued):



REPORT: ISIR Changes by Field Increment and Pell Eligibility Report. Independent Students

We just ran the ISIR Changes by Field Increment and Pell Eligibility Report for Dependent Students, now let's generate the report of independent students.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>ISIR Changes by Field Increment and Pell Eligibility.</u>
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select B . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the students' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Independency Status field and select Independent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a students' AGI from \$1 to 5,000, and so on.
8	Click OK to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
9	Click the close button when you are done.

Electronic Access Conference 2003

Report Date: 09/22/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
 Report Time: 11:57:46 ISIR ANALYSIS TOOL - 2003-2004

ISIR Changes by Field Increment and Pell Eligibility

ALL RECORDS

SORT: Field Range

STUDENT'S ADJUSTED GROSS INCOME

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Initial Field Range	Selected Field Corrected		EFC Increased		EFC Decreased		EFC Unchanged OR Still Within Initial EFC Range	
	#	%	#	%	#	%	#	%
<blank>	11	0.7%	3	0.2%	3	0.2%	5	0.3%
1 TO 5,000	15	0.9%	6	0.4%	0	0.0%	9	0.5%
5,001 TO 10,000	10	0.6%	5	0.3%	0	0.0%	5	0.3%
10,001 TO 15,000	12	0.7%	3	0.2%	4	0.2%	5	0.3%
15,001 TO 20,000	8	0.5%	5	0.3%	2	0.1%	1	0.1%
20,001 TO 25,000	7	0.4%	5	0.3%	2	0.1%	0	0.0%
25,001 TO 30,000	6	0.4%	4	0.2%	1	0.1%	1	0.1%
30,001 TO 35,000	2	0.1%	0	0.0%	2	0.1%	0	0.0%
35,001 TO 40,000	3	0.2%	1	0.1%	2	0.1%	0	0.0%
40,001 TO 45,000	1	0.1%	0	0.0%	1	0.1%	0	0.0%
45,001 TO 50,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
50,001 TO 55,000	1	0.1%	1	0.1%	0	0.0%	0	0.0%
55,001 TO 60,000	2	0.1%	1	0.1%	1	0.1%	0	0.0%
60,001 TO 65,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
65,001 TO 70,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
70,001 TO 75,000	1	0.1%	0	0.0%	1	0.1%	0	0.0%
75,001 TO 80,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
80,001 TO 85,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
85,001 TO 90,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
90,001 TO 95,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
95,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count								
Totals	79		34		19		26	
Corrected Count								
Percentages		4.7%		2.0%		1.1%		1.6%

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count 79
 Total Unduplicated Non-corrected Record Count 1587
 Total Target Size 1666

Total Scheduled Award Summary Data:

Initial Scheduled Award Total \$ 266,550
 Transaction Paid On Scheduled Award Total \$ 245,000
 Average Scheduled Award Increase \$ 1,626
 Average Scheduled Award Decrease \$ 1,543

Pell Data:

Total Initial Pell Eligible records that became
 Ineligible on Transaction Paid On 6
 Percentage of Students that became Pell Ineligible
 On Transaction Paid On 0.4%

Total Initial Eligible Scheduled Award Loss	\$ 18,250
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Explanation of the data included on this report can be found in the Help Text.

Was there substantial data to encourage us to target the independent students for Pell eligibility for 2004-05? _____ Was there previous data to substantiate a review of Independent students for campus based funding? What was that AGI grouping? \$ _____ to \$ _____.
 What Report did we run to determine the Campus Based impact?
 _____.

*Reference Page 29 in handbook .

What Institutional Verification Selection Criteria might we want to use for our Independent students that impacts campus-based aid?

From our analysis of the data, we have established that our institutional verification should include:



Parental Income for Dependent Students with AGI Ranges from \$20,001 to \$40,000.



Independent Students with AGI Ranges from \$15,001 to 30,000.



1. Do you need to be in the Quality Assurance Program to use and benefit from the ISIR Analysis Tool?

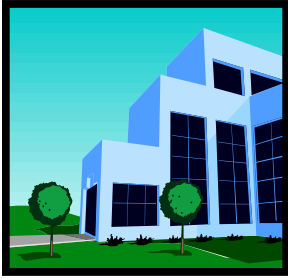
Answer: NO

2. What could you gain from using the ISIR Analysis Tool?



2004-2005 – TOOL ENHANCEMENT

1. The Data Mart
2. Web Based for 2004-2005
3. Stay tuned...



RESOURCES

For when you return to your school

- ☐ <http://fsadownload.ed.gov> - select software and select 2003-04 ISIR Analysis Tool
- ☐ Activity Guides
<http://ifap.ed.gov/IFAPWebApp/qualityassurance/whatsNew.jsp> - and select “What’s New” menu.
- ☐ ISIR Guidance



Related Sessions

- ☐ **The ISIR Data Mart – Session #4**
- ☐ **Controlling the Quality of Verification: Verifying a Sample of ISIR Records Session #12**
- ☐ **PC Lab**



QUESTIONS

We appreciate your feedback and comments. We can be reached:
qualityassurance@ed.gov

PC LAB Exercises



Due to time constraints, we may not have time for you to run all the Participant Exercises and Reports to complete our analysis. We encourage you to come to the PC lab and run the reports listed below. If you do not have time to go to the PC Lab, the instructions have been written in such a way that you would be able to return to your office and run the reports on your own data.

Participant Exercise 5: Evaluate Verification Tracking Flags by Student

1. Run the **List Verification Selection Flags by Student Report** for All students – Dependent and Independent.
2. Run the **ISIR Changes by Field Increment and Pell Eligibility Report** for Dependent Students and ***Query*** on Verification Flag ($>$ or $=$ to 10).
3. Run the **ISIR Changes by Field Increment and Pell Eligibility Report** for Dependent Students and ***Query*** on Verification Flag (<10).

Participant Exercise 6: Evaluate impact of State Residences

1. Run the **ISIR Changes by Field Increment and Pell Eligibility Report** – Dependent Students and ***Query*** on In-State Residences (In State Residence=NC).
2. Run **ISIR Changes by Field Increment and Pell Eligibility Report** for Dependent Students and ***Query*** on Out-of-State Residences (In State Residence \neq NC).

Participant Exercise 7 – Evaluate Transaction Comparison Report and impact of Worksheet A and B.

1. Run the **Transaction Comparison Report** and evaluate Worksheet A for both Dependent and Independent Students and ***Query*** on Grade Level.
2. Run the **Transaction Comparison Report** and evaluate Worksheet B for both Dependent and Independent Students and ***Query*** on Grade Level.

As we did earlier in the presentation, we need to make sure we have the necessary set up features in the software in order to run the reports we want to analyze. To complete participant Exercises 5,6 and 7, we previously added to the software the following set up criteria: *(Please note that the steps are included so that you could add them to the software when you return to your office).*

Set up the Query – List Verification Selection Flags by Student

The verification tracking flag on the ISIR gives a relative score; for award 2003-04, values are 00-99, with 99 being the highest and 00 being the lowest). It DOES NOT mean that the student did something wrong – it only means that it hit a combination of edits that the Department thinks might effect EFC if it were to be verified. It doesn't mean that it will change or that the student did anything wrong. It is just an indicator to provide schools another “tool” to assist in possibly identifying ISIRs that may be meaningful as they attempt to meet their required verification requirement.

We will want to query – limit the records included in a report – on the value of the Verification Tracking Flag. We will also want to limit records to those who were selected for federal verification and will limit the conditions of the query to the initial transaction. These extra two conditions are imposed to make the results most relevant to verification decisions your school may face concerning the initial (not the paid on) transaction. To query on the Verification Tracking Flag, you need to establish a query in the tool. The query function gives you the option to “prompt at execution”, this allows you to select which tracking code you want when running the query.

Set-up Query – Verification Tracking Flag greater than (>) or equal to (>=)

Step	Action
1	Select Tools/query from the main menu bar.
2	Select add .
3	Title type VerTrackingCode greaterthan or equal to 10 and ver.
4	Click the Field down arrow to display the list of available fields in alphabetical order. Select Verification Tracking Flag .
5	Click the Operator down arrow to display the list of available operators. Select greater than or equal to (>=) . Do not enter the number you want yet.
6	Click Prompt at execution .
7	Click append .
8	Click the Field down arrow . Select Selected for Verification
9	Click the Operator down arrow . Select equal to (=) . Enter Y .
10	Click append .
11	Click the Field down arrow . Select Transaction .
12	Click the Operator down arrow . Select LIKE . Enter IN .
13	Click append .
14	Select Save and select OK .

Set-up Query – Verification Tracking Flag less Than (<)

Step	Action
1	Select Tools/query from the main menu bar.
2	Select add .
3	Title type Ver Tracking Code less than 10 and veri
4	Click the Field down arrow to display the list of available field in alphabetical order Select Verification Tracking Flag .
5	Click the Operator down arrow to display the list of available operators. Select Less than (<) . Do not enter the number you want yet.
6	Click Prompt at execution .
7	Click append .
8	Click the Field down arrow to display the list of available fields in alphabetical order. Select Selected for Verification
9	Click the Operator down arrow to display the list of available operators. Select equal to (=) . Enter Y.
10	Click append .
11	Click the Field down arrow . Select Transaction .
12	Click the Operator down arrow . Select LIKE . Enter IN.
13	Click append .
14	Select Save and select OK .

Set-up Query – In-State Residence

Given the administration's interest concerning in-state versus out-of-state students, we will also want to construct a query that will be able to identify each of these mutually exclusive groups. Setting up such a query in the tool is relatively easy to do since there is an item on the ISIR that provides state residency.

Step	Action
1	Select Tools/query from the main menu bar.
2	Select add .
3	Title type IN State Residence .
4	Click the Field down arrow to display the list of available field in alphabetical order Select Student State of Legal Residence .
5	Click the Operator down arrow to display the list of available operators. Select equal to (=) NC or your state's code when using your own data .
6	Click append .
7	Select Save and select OK .

Set-up Query – Out-Of-State Residence

Step	Action
1	Select Tools/query from the main menu bar.
2	Select add .
3	Title type Out Of State Residence .
4	Click the Field down arrow to display the list of available field in alphabetical order, Select Student State of Legal Residence .
5	Click the Operator down arrow to display the list of available operators. Select (<>) NC or your state's code when using your own data . This operator (<>) means not equal to .
6	Click append .
7	Select Save and select OK .

Set-up Query – Grade Level

Step	Action
1	Select Tools/query from the main menu bar.
2	Select add .
3	Title type Grade Level .
4	Click the Field down arrow to display the list of available field in alphabetical order. Select Grade Level .
5	Click the Operator down arrow to display the list of available operators. Select equal to (=) . Do not enter the grade you want yet.
6	Click Prompt at execution .
7	Click Append .
8.	Select Save and select OK .

Analysis

Let the Fun Continue

Participant Exercise 5 - Evaluate Verification Tracking Flags by Student



- ☐ **Run the List-Verification Selection Flags by Student Report**
for All Students – Dependent and Independent
- ☐ **Run the ISIR Changes by Field Increment and Pell Eligibility Report** for
dependent Students and Query on Verification Flag (>(greater than) or = to 10).
Review possible verification outcomes.
- ☐ **Run the ISIR Changes by Field Increment and Pell Eligibility Report** for
dependent Students and Query on Verification Flag (< (less than) 10).
- ☐ Review possible verification outcomes.

Participant Exercise 5



REPORT: List-Verification Selection Flags by Student ALL Students –Dependent and Independent

From our analysis of the data, we have established that our institutional verification should include:



Parental Income for Dependent Students with AGI Ranges from \$20,001 to \$40,000,



Independent Students with AGI Ranges from \$15,001 to 30,000.

The software for 2003-2004 provides a new report where we can query on the Verification Selection Flags in the ISIR Analysis Tool. We want to determine if there is a Verification Tracking Flag targeting large groups of students and making an impact on Pell Eligibility. We have two reports we can run to determine this; the **List Verification Selection Flags by Student and ISIR Changes by Field Increment and Pell Eligibility Report.**

Why do we want to run these reports? The List Verification Selection Flags by Student provides a complete listing or total of the verification tracking flag assigned to each ISIR. It provides a relative score; for award 2003-04, values are 00-99, with 99 being the highest and 00 being the lowest). It DOES NOT mean that the student did something wrong – it only means that it hit a combination of edits that the Department thinks might affect EFC if it were to be verified. It doesn't mean that it will change or that the student did anything wrong. It is just an indicator to provide schools another “tool” to assist in possibly identifying ISIRs that may be meaningful as they attempt to meet their verification requirement.

When the ISIR Changes by Fields Increment and Pell Eligibility Report is run using the query we set up earlier in this session identifying the Verification Tracking Flag number, it will provide a look at how that code (or group of codes) impacted the EFC and Pell eligibility and may help us narrow our focus.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report Field. A list of the reports available for you to use is displayed.
2	Select <u>List Verification Selection Flags by Student.</u>
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination and Totals Only is checked (located under EFC Change).
4	Click OK .

Electronic Access Conference 2003

Report Date: 09/05/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 10:28:13 ISIR ANALYSIS TOOL - 2003-2004

List - Verification Selection Flags by Student

ALL RECORDS

SORT: SSN

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Original SSN	Student Name	CPS Selected Initial/ Paid On	School Selected Initial	EFC Changed From Initial
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Total Selected By Transaction Type:	1684	1755	0
Total Records By Transaction Type:	5235	5235	5235
Percentage of Records Selected:	32.2%	33.5%	0.0%

Total Records whose EFC became Pell Eligible:	107
Percentage of Records that became Pell Eligible:	2.04%
Total Records whose EFC became Pell Ineligible:	114
Percentage of Records that became Pell Ineligible:	2.18%

Overall Percentage of Records Affected: 4.22%

Verification Tracking Flag Values (CPS Selected) - Initial Transaction:

Total Number of Records with Verification Tracking Flag = 07:	0
Total Number of Records with Verification Tracking Flag = 08:	1
Total Number of Records with Verification Tracking Flag = 09:	473
Total Number of Records with Verification Tracking Flag = 10:	872
Total Number of Records with Verification Tracking Flag = 11:	162
Total Number of Records with Verification Tracking Flag = 12:	32
Total Number of Records with Verification Tracking Flag = 13:	22
Total Number of Records with Verification Tracking Flag = 14:	2
Total Number of Records with Verification Tracking Flag = 15:	1
Total Number of Records with Verification Tracking Flag = 99:	119

Verification Tracking Flag Values (CPS Selected) - Paid On Transaction:

Total Number of Records with Verification Tracking Flag = 08:	11
Total Number of Records with Verification Tracking Flag = 09:	727
Total Number of Records with Verification Tracking Flag = 10:	764
Total Number of Records with Verification Tracking Flag = 11:	80
Total Number of Records with Verification Tracking Flag = 12:	11
Total Number of Records with Verification Tracking Flag = 13:	9
Total Number of Records with Verification Tracking Flag = 14:	3
Total Number of Records with Verification Tracking Flag = 99:	117

Some observations about the List Verification Selection Flags by Student Report.

1. The higher the code the more likely the Department thinks it is that verification will result in a change to EFC. If more than 30 percent of a school's ISIRs were being selected for verification and a school was considering not verifying all of the flagged students, then it might make sense to exclude the lower transaction tracking flags.
2. To determine the impact on Pell eligibility of for transaction tracking flags less than 10 and those greater than or equal to 10, we need to run two versions of the ISIR Changes by Field Increment and Pell Eligibility Report using the queries we wrote earlier.
3. Note of interest: 32.2% of Initial ISIRs were selected for verification and 33.5% were selected on the Paid on Transaction.

Participant Exercise 5: (Continued):
**REPORT: ISIR Changes by Field Increments and Pell Eligibility Report-
Dependent Students**

AND Query on Verification Tracking Flag (> or = to 10)

To query on the Verification Tracking Flag, you need to establish a query in the tool. The query function gives you the option to “prompt at execution”. This allows you to select which tracking code you want when running the query. We established this query earlier in the Set-Up Section of this handbook .

We will now run the ISIR Changes by Field Increment and Pell Eligibility and query on the Verification Tracking Flag.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use it displayed.
2	Select <u>ISIR Changes by Field Increment and Pell Eligibility</u> .
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select A . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the parents’ adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a parents’ AGI from \$1 to 10,000, and so on.
8	Click on Selection Criteria (on the bottom left of the box).
9	Click Query title Ellipsis button and click on the VerTrackingCode greaterthan or equal to 10 and ver and click OK .
10	Click OK again. Under Field Value, type 10 , click OK .
11	Click OK once more to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
12	Click the close button when you are done.



NOTE: Since little or no effect on Pell eligibility for Independent students, we did not run this report on this population.

Electronic Access Conference 2003

Report Date: 09/25/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
 Report Time: 07:33:47 ISIR ANALYSIS TOOL - 2003-2004
 ISIR Changes by Field Increment and Pell Eligibility
 VERIFICATION TRACKING CODE GE 10 AND VERIFIED SORT: Field Range
 PARENTS' ADJUSTED GROSS INCOME
 THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

 OPEID#: 11111111 School Name: SESSION3EAC

Initial Field Range	Selected Field Corrected		EFC Increased		EFC Decreased		EFC Unchanged OR Still Within Initial EFC Range	
	#	%	#	%	#	%	#	%
<blank>	14	2.4%	6	1.0%	3	0.5%	5	0.8%
1 TO 10,000	8	1.3%	2	0.3%	0	0.0%	6	1.0%
10,001 TO 20,000	27	4.5%	11	1.8%	1	0.2%	15	2.5%
20,001 TO 30,000	37	6.2%	28	4.7%	4	0.7%	5	0.8%
30,001 TO 40,000	44	7.4%	25	4.2%	10	1.7%	9	1.5%
40,001 TO 50,000	19	3.2%	14	2.4%	4	0.7%	1	0.2%
50,001 TO 60,000	6	1.0%	5	0.8%	1	0.2%	0	0.0%
60,001 TO 70,000	6	1.0%	6	1.0%	0	0.0%	0	0.0%
70,001 TO 80,000	2	0.3%	2	0.3%	0	0.0%	0	0.0%
80,001 TO 90,000	3	0.5%	3	0.5%	0	0.0%	0	0.0%
90,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,001 TO 110,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
110,001 TO 120,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,001 TO 130,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
130,001 TO 140,000	1	0.2%	1	0.2%	0	0.0%	0	0.0%
140,001 TO 150,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
150,001 TO 160,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
160,001 TO 170,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
170,001 TO 180,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
180,001 TO 190,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
190,001 TO 200,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	167		103		23		41	
Corrected Count Percentages		28.1%		17.3%		3.9%		6.9%
Total Unduplicated Record Count Data:								
Total Unduplicated Corrected Record Count						167		
Total Unduplicated Non-corrected Record Count						428		
Total Target Size						595		
Total Scheduled Award Summary Data:								
Initial Scheduled Award Total					\$	493,000		
Transaction Paid On Scheduled Award Total					\$	337,400		
Average Scheduled Award Increase					\$	987		
Average Scheduled Award Decrease					\$	1,731		
Pell Data:								
Total Initial Pell Eligible records that became Ineligible on Transaction Paid On						41		
Percentage of Students that became Pell Ineligible On Transaction Paid On						6.9%		
Total Initial Eligible Scheduled Award Loss					\$	108,450		

Explanation of the data included on this report can be found in the Help Text.



For further guidance, reference Activity Guide 3 found on the web site at <http://ifap.ed.gov/qualityassurance>

Participant Exercise 5: (Continued):

We just ran the ISIR Changes by Field Increment and Pell Eligibility Report for Dependent Students and Queried on Verification Tracking Flag (> or equal = to 10). Now let's run the same report but query on (< 10).



REPORT: ISIR Changes by Field Increment and Pell Eligibility Report- Dependent Students



AND Query on Verification Tracking Flag (< 10)

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>ISIR Changes by Field Increment and Pell Eligibility.</u>
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select A . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the parents' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a parents' AGI from \$1 to 10,000, and so on.
8.	Click on Selection Criteria (on the bottom left of the box).
9.	Click Query title Ellipsis button and click on the Ver tracking Flag less than 10 and veri and click OK .
10	Click OK again. Under Field Value, type 10 , click OK .
11	Click OK once more to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
12	Click the close button when you are done.

Electronic Access Conference 2003

Replace this report with revised query version

Report Date: 09/25/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1

Report Time: 07:31:10 ISIR ANALYSIS TOOL - 2003-2004

ISIR Changes by Field Increment and Pell Eligibility

VERIFICATION TRACKING CODE LT 10 AND VERIFIED SORT: Field Range

PARENTS' ADJUSTED GROSS INCOME

THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 11111111

School Name: SESSION3EAC

Initial Field Range	Selected Field Corrected		EFC Increased		EFC Decreased		EFC Unchanged OR Still Within Initial EFC Range	
	#	%	#	%	#	%	#	%
<blank>	7	1.7%	4	1.0%	0	0.0%	3	0.7%
1 TO 10,000	9	2.2%	1	0.2%	0	0.0%	8	1.9%
10,001 TO 20,000	8	1.9%	2	0.5%	0	0.0%	6	1.4%
20,001 TO 30,000	13	3.1%	5	1.2%	6	1.4%	2	0.5%
30,001 TO 40,000	6	1.4%	4	1.0%	2	0.5%	0	0.0%
40,001 TO 50,000	2	0.5%	2	0.5%	0	0.0%	0	0.0%
50,001 TO 60,000	1	0.2%	1	0.2%	0	0.0%	0	0.0%
60,001 TO 70,000	1	0.2%	0	0.0%	1	0.2%	0	0.0%
70,001 TO 80,000	1	0.2%	1	0.2%	0	0.0%	0	0.0%
80,001 TO 90,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
90,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,001 TO 110,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
110,001 TO 120,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,001 TO 130,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
130,001 TO 140,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
140,001 TO 150,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
150,001 TO 160,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
160,001 TO 170,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
170,001 TO 180,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
180,001 TO 190,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
190,001 TO 200,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count								
Totals	48		20		9		19	
Corrected Count								
Percentages		11.5%		4.8%		2.2%		4.6%

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count 48

Total Unduplicated Non-corrected Record Count 369

Total Target Size 417

Total Scheduled Award Summary Data:

Initial Scheduled Award Total \$ 154,550

Transaction Paid On Scheduled Award Total \$ 130,000

Average Scheduled Award Increase \$ 683

Average Scheduled Award Decrease \$ 1,535

Pell Data:

Total Initial Pell Eligible records that became

Ineligible on Transaction Paid On 7

Percentage of Students that became Pell Ineligible

On Transaction Paid On 1.7%

Total Initial Eligible Scheduled Award Loss \$ 15,050

Explanation of the data included on this report can be found in the Help Text.



Comparing the two reports reveals that among initially Pell eligible students who were selected for verification, those who had tracking code values greater than or equal to 10 were more likely to experience a substantive change to EFC than those with tracking code values less than 10. Among the 595 students with values of 10 or higher, more than one quarter (167) experienced a change and 41 (nearly 7%) lost Pell eligibility entirely. This dwarfs the comparable statistics among the 417 with tracking code values below 10, where roughly one eighth (41) experience a change and only 7 (less than 2%) lost Pell eligibility.

If your school is being asked to verify more than 30 percent of your ISIR's, focusing on the larger verification tracking flags seems to be a viable strategy if you are unable to verify all of the secretary's edits. If your results are similar to those above, you may want to consider narrowing your verification criteria further to include this information.



Parental Income for Dependent Students with AGI Ranges from \$20,001 to \$40,000, Verification Tracking Code > or = to 10.

NOTE: Only Schools participating in the Quality Assurance Program have the regulatory flexibility to ignore federal verification edits below the 30 percent threshold.

Analysis
Let the Fun Continue
Participant Exercise 6 - Evaluate impact of State Residence



- ☐ Run ISIR Changes by Field Increment and Pell Eligibility Report – Dependent Students and Query on In-State Residences (State of Residence is = NC).
- ☐ Run ISIR Changes by Field Increment and Pell Eligibility Report for Dependent Students and Query on Out-of-State Residences (State of Residence is (<>) (means not equal to) NC).
- ☐ Evaluate Reports and discuss Verification Possibilities

Participant Exercise 6:



REPORT ISIR Changes by Field Increment and Pell Eligibility Report **Dependent Students**



AND Query on In-State Residence



Scenario: 3

Your student population has seen an increase of applicants from in-state financial aid applicants for Native American, Hispanic and Veterans. These students represent about 1/3 of your applicant population. You are wondering if those students who are in state are having more difficulty with the accuracy of their data than out-of-state students. As Federal and state dollars still remain your largest funding sources, you want to continue reviewing the applicants with changes to EFC and Pell eligibility. If your assumptions are correct, you could ensure your institutional funds are going to the intended in-state applicants. To confirm your theory you choose to run the ISIR Changes by Field Increments and Pell Eligibility Report and **Query on State of Legal Residence**.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>ISIR Changes by Field Increment and Pell Eligibility</u> .
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select A . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the parents' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a parents' AGI from \$1 to 10,000, and so on.
8.	Click on Selection Criteria (on the bottom left of the box).
9.	Click Query title Ellipsis button and click on the In-State Residence .
10.	Click OK again.
11	Click OK once more to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
12	Click OK .
12	Click the close button when you are done.

Electronic Access Conference 2003

Report Date: 09/12/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
 Report Time: 10:43:09 ISIR ANALYSIS TOOL - 2003-2004
ISIR Changes by Field Increment and Pell Eligibility
IN STATE RESIDENCE SORT: Field Range
 PARENTS' ADJUSTED GROSS INCOME
 THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

 OPEID#: 11111111 School Name: SESSION3EAC

Initial Field Range	Selected Field Corrected		EFC Increased		EFC Decreased		EFC Unchanged OR Still Within Initial EFC Range	
	#	%	#	%	#	%	#	%
<blank>	32	2.2%	14	0.9%	4	0.3%	14	0.9%
1 TO 10,000	16	1.1%	3	0.2%	0	0.0%	13	0.9%
10,001 TO 20,000	32	2.2%	11	0.7%	2	0.1%	19	1.3%
20,001 TO 30,000	46	3.1%	30	2.0%	10	0.7%	6	0.4%
30,001 TO 40,000	50	3.4%	28	1.9%	14	0.9%	8	0.5%
40,001 TO 50,000	20	1.4%	13	0.9%	6	0.4%	1	0.1%
50,001 TO 60,000	7	0.5%	6	0.4%	1	0.1%	0	0.0%
60,001 TO 70,000	4	0.3%	3	0.2%	1	0.1%	0	0.0%
70,001 TO 80,000	3	0.2%	3	0.2%	0	0.0%	0	0.0%
80,001 TO 90,000	3	0.2%	3	0.2%	0	0.0%	0	0.0%
90,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,001 TO 110,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
110,001 TO 120,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,001 TO 130,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
130,001 TO 140,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
140,001 TO 150,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count								
Totals	213		114		38		61	
Corrected Count								
Percentages		14.4%		7.7%		2.6%		4.1%
Total Unduplicated Record Count Data:								
Total Unduplicated Corrected Record Count							213	
Total Unduplicated Non-corrected Record Count							1263	
Total Target Size							1476	
Total Scheduled Award Summary Data:								
Initial Scheduled Award Total					\$	651,650		
Transaction Paid On Scheduled Award Total					\$	494,150		
Average Scheduled Award Increase					\$	938		
Average Scheduled Award Decrease					\$	1,694		

Pell Data:		
Total Initial Pell Eligible records that became		
Ineligible on Transaction Paid On		43
Percentage of Students that became Pell Ineligible		
On Transaction Paid On		2.9%
Total Initial Eligible Scheduled Award Loss	\$	115,200

Explanation of the data included on this report can be found in the Help Text.

Before we can see how meaningful this might be, we need to run the same report for the out-of-state students. What is the AGI grouping that shows the most changes in EFC and Pell Eligibility?_____.

Participant Exercise 6: (Continued)



ISIR Changes by Field Increment and Pell Eligibility Report Dependent Students



AND Query on Out-of-State Residence.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. A list of the reports available for you to use is displayed.
2	Select <u>ISIR Changes by Field Increment and Pell Eligibility.</u>
3	Make sure that Multiple (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Click the ellipsis button for the Field Increment Code , Select A . The Field Increment Codes that you have set up are displayed. (One code has been set up for this training to report student records by the parents' adjusted gross income.) Earlier, the instructor demonstrated how to set up field increment codes.
5	Click OK .
6	Click the down arrow for the Dependency Status field and select Dependent . Only dependent student records will be displayed on this report.
7	For this activity, leave the Sort Order as Field Range . This means that the rows of the report will display in the order of the field increment code, with the records having a parents' AGI from \$1 to 10,000, and so on.
8.	Click on Selection Criteria (on the bottom left of the box).
9.	Click Query title Ellipsis button and click on the Out-of State Residence .
10.	Click OK again.
11	Click OK once more to run the report. The report is displayed. Click the Zoom In button to make the report legible. Review the report to begin to answer the concerns of the Administration at your school.
12	Click OK
13	Click the close button when you are done.

Electronic Access Conference 2003

Report Date: 09/22/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
 Report Time: 13:25:12 ISIR ANALYSIS TOOL - 2003-2004
 ISIR Changes by Field Increment and Pell Eligibility
OUT OF STATE RESIDENCE SORT: Field Range
 PARENTS' ADJUSTED GROSS INCOME
 THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

 OPEID#: 11111111 School Name: SESSION3EAC

Initial Field Range	Selected Field Corrected		EFC Increased		EFC Decreased		EFC Unchanged OR Still Within Initial EFC Range	
	#	%	#	%	#	%	#	%

<blank>	1	0.5%	0	0.0%	0	0.0%	1	0.5%
1 TO 10,000	2	1.1%	0	0.0%	0	0.0%	2	1.1%
10,001 TO 20,000	5	2.7%	2	1.1%	0	0.0%	3	1.6%
20,001 TO 30,000	11	5.9%	5	2.7%	4	2.2%	2	1.1%
30,001 TO 40,000	5	2.7%	3	1.6%	1	0.5%	1	0.5%
40,001 TO 50,000	3	1.6%	3	1.6%	0	0.0%	0	0.0%
50,001 TO 60,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
60,001 TO 70,000	3	1.6%	3	1.6%	0	0.0%	0	0.0%
70,001 TO 80,000	1	0.5%	1	0.5%	0	0.0%	0	0.0%
80,001 TO 90,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
90,001 TO 100,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,001 TO 110,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
110,001 TO 120,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,001 TO 130,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
130,001 TO 140,000	1	0.5%	1	0.5%	0	0.0%	0	0.0%
140,001 TO 150,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
150,001 TO 160,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
160,001 TO 170,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
170,001 TO 180,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
180,001 TO 190,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
190,001 TO 200,000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count								
Totals	32		18		5		9	
Corrected Count								
Percentages		17.2%		9.7%		2.7%		4.8%

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count	32
Total Unduplicated Non-corrected Record Count	154
Total Target Size	186

Total Scheduled Award Summary Data:

Initial Scheduled Award Total	\$ 88,000
Transaction Paid On Scheduled Award Total	\$ 67,100

Average Scheduled Award Increase	\$ 1,570
Average Scheduled Award Decrease	\$ 1,597

Pell Data:

Total Initial Pell Eligible records that became	
Ineligible on Transaction Paid On	7
Percentage of Students that became Pell Ineligible	

On Transaction Paid On	3.8%
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Total Initial Eligible Scheduled Award Loss	\$ 16,400
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Comparing the two versions of the reports reveals a number of things. First there are a lot more in-state students (1476) than out-of-state students (186). Interpretation of the other numbers presented in the reports need to keep this fundamental difference in mind. A similar percentage of in-state (85%, 1263 / 1476) and out-of-state (83%, 154 / 186) students experience a change. The average award increase is dramatically higher for out-of-state students (\$1,570 vs. \$938). The average award decreases are similar (\$1,570 and \$1,694). A slightly higher percentage of out-of-state than in-state students loose Pell entirely (3.8% vs. 2.9%).



Therefore verification efforts should continue to target both in-state and out-of-state students.

Note: Since there was little change to EFC and Pell Eligibility for Independent students, we chose not to run the reports for independent students.

Analysis
Let the Fun Continue
Participant Exercise #7
Evaluate Transaction Comparison Report and impact of Worksheet A and B.



- ☐ Run the **Transaction Comparison Report** – Worksheet A for one student. You can query by grade level and review all changes to Worksheet A, B or C for both dependent and independent students.
- ☐ Review Results of Report.
- ☐ Review how this report can assist you in your consumer information process or as a counseling tool.

Participant Exercise 7



Transaction Comparison Report.



cenario 4

When you reviewed the Changes to ISIR Fields Report, you identified Worksheet A and B as an area you thought warranted further review. You ran this report using the query Grade Level and reviewed each academic year to determine if there was a specific group that had more problems in these areas than the next. You determined it was evenly spread throughout each academic year. You and your financial aid team have determined additional guidance is needed on completing the worksheets .



Consumer Information Enhancement: The school will implement an enhancement for both Independent and Dependent Students who reported a change to Worksheet A or B in 2003-2004 award year.

There are two recommendations you may want to consider to enhance your consumer information regarding the completion of Worksheet A and B.

1. Run the Transaction Comparison Report in the Tool on all students who had a change in Worksheet A and B. The report will provide a snapshot for each student who had a change in this ISIR field. This information could be used to counsel students. A report will be generated for each student, which could be sent to the student as part of the renewal application. A letter could accompany the student report to help the student complete the ISIR for the following year.
2. Design a worksheet that provides a W-2 form and circle the areas that contain information that the FAFSA requires be reported as untaxed income. Indicate the line on the FAFSA where this income should be reported. Check the FSA Verification Assessment Form (<http://ifap.ed.gov/qamodule/FSAVeriModule/FSAVerificationModulepage1.html>) and reference or print the ISIR Comparison Chart.

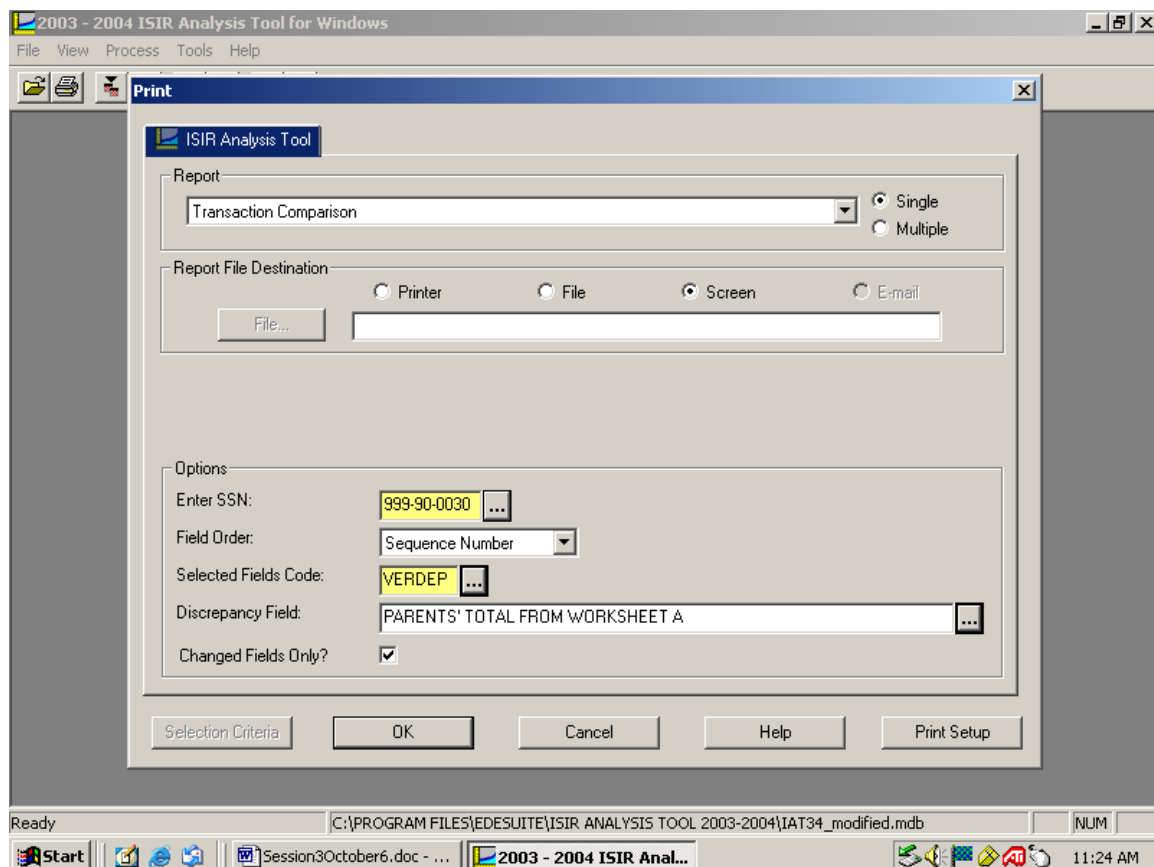


A school could pull a random sample of all students who made changes to Worksheet A and B at this school and review each record to determine whether a pattern of misreporting exists. A school could then revise its consumer information to address the issues identified. A letter could be mailed to the student with the appropriated Transaction Comparison Report attached.

Transaction Comparison Report

This report allows you to review individual cases for evaluating the applicability of any generalized patterns to individual students. It also provides a side-by-side comparison of initial and paid on values of selected ISIR data elements for each applicant who meets user-defined selection criteria. For this example, let us review one student who had a change to Worksheet A.

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. Reports available in the system are listed..
2	Select Transaction Comparison .
3	Make sure that Single (to the right of the Report field) is selected and that Screen is selected as the Report File Destination.
4	Enter SSN 999-90-0030 .
5	For this activity the Field Order remains at Sequence Number .
6	Click the down arrow for the Selected Fields Code and select VERDEP . With this option, ISIR fields for dependent students will be displayed and select OK .
7	Click the down arrow for the Discrepancy Field and select PARENTS' TOTAL FROM WORKSHEET A and select OK .
8	Click the Changed Fields Only? To display only field that have been changed.
9	Click OK to run the report. The report is displayed. Click the Zoom IN button to make the report more legible. Review the report to answer your questions.
10.	Click the close button when you are done.



Electronic Access Conference 2003

Report Date: 09/22/2003 U.S. DEPARTMENT OF EDUCATION PAGE: 1
 Report Time: 13:33:32 ISIR ANALYSIS TOOL - 2003-2004
 Transaction Comparison Report
 ALL RECORDS SORT: SSN
 THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

 OPEID#: 11111111 School Name: SESSION3EAC

Original SSN: 999-90-0030 Current SSN: 999-90-0030
 Student Name: TAIPALUS, AHMAD S.
 Initial School Verification Flag: No

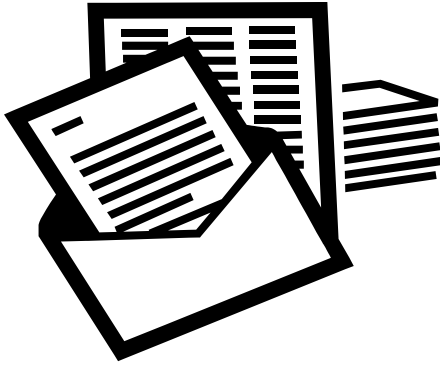
	Initial	Paid On
	-----	-----
Source of Correction	Applicant	Applicant
Source of values	EDEExpress	EDEExpress
Transaction Number	03	04
CPS Verification Flag	Y	Y
Dependency Status	D	D
EFC	741	754

Last Modified By: SYSADMIN 08/28/2003 11:00:46

Field(s) Selected	Initial Transaction Value	Paid On Transaction Value	Change
	-----	-----	-----
PARENTS' ADJUSTED GROSS INCOME	\$ 20,000	\$ 22,985	\$ 2,985
PARENTS' TOTAL FROM WORKSHEET A	\$ 2,557	\$ 0	\$ -2,557

How would you run the Transaction Comparison Report for Dependent Students and query on Grade Level?

Step	Action
1	Select File , Select Print and with the print dialog box displayed, click the down arrow for the Report field. Reports available in the system are listed..
2	Select Transaction Comparison .
3	Make sure that Multiple is selected and that the Screen is selected as the Report File Destination.
4	For this activity the Field Order remains at Sequence Number .
5	Click the down arrow for the Selected Fields Code and select VERDEP . With this option, ISIR fields for dependent students will be displayed and select OK .
6	Click the down arrow for the Discrepancy Field and select PARENTS' TOTAL FROM WORKSHEET A and select OK .
8	Click the Changed Fields Only? To display only field that have been changed.
8.	Click on Selection Criteria (on the bottom left of the box).
9	Click query Title ellipsis button and select Grade Level .
10	Select okay and Select okay again.
11	Under field value enter grade level you want to analyze (1) freshmen,(2) sophomore (3) Junior and (4) senior etc. Select OK .
9	Click OK to run the report. The report is displayed. Click the Zoom IN button to make the report more legible. Review the report to answer your questions.
10.	Click the close button when you are done.



A possible letter for the student listed on the previous page could be:

Dear Ahmad,

When reviewing your financial aid application for the 2003-2004 award year, we noted that changes were required to the information you reported on the FAFSA. In particular, we noted there were changes to either Worksheet A or B. To help you complete your ISIR for the upcoming year, we have enclosed a synopsis of what you reported for this year. We hope that this will help you complete your ISIR for the 2004-2005 award year. Some areas you may want to pay particular attention to are:

1. We have found that reporting untaxed income on the FAFSA can be a challenge. To assist you in this process, we have enclosed a copy of a W-2 and circled the items that you must report as untaxed income. To ensure that you don't miss any item(s) required for reporting, we also recommend that you review the worksheets included with the FAFSA, paying particular attention to Worksheet B.
2. If you are a returning student and earned Federal Work-Study, you need to be sure to report your calendar-year earnings on the Worksheet. You can obtain this information from your W-2 or from the payroll office at the school. To ensure you don't miss any item(s) required for reporting, we also recommend that you review the worksheets included with the FAFSA, paying particular attention to Worksheet C.
3. To ensure that you record the correct tax credits, such as Earned Income Credit and other child tax credits, as well as any welfare benefits or social security benefits that were not taxed (such as SSI), please refer to Worksheet A on the ISIR.

Should you have additional questions regarding the completion of your ISIR, do not hesitate to either call or schedule an appointment.

Sincerely,

Assistant Director

CONCLUSION

As a result of the analysis, the school will consider the following:



PARENT Adjusted Gross Income for Dependent Students with income grouping between \$20,001-40,000, Verification Tracking code ($>$ or $=$ to 10).



Independent Students with student AGI's between 15,001 and 30,000.



Consumer Information Enhancement: The school will implement an enhancement for both Independent and Dependent Students who reported a change to Worksheet A or B in 2003-2004 award year.

The experience the school gained from participating as a Non-QA School in the pilot study, motivated the school to apply to participate in the QA Program.

UPDATE: The school was recently accepted into the program.

Reports Available in the ISIR Analysis Tool

<u>Report Title</u>	<u>Description</u>	<u>Benefit</u>
Changes to ISIR Fields	Counts the records with changes to specific ISIR fields and a description of those changes upon EFC	Identifies the most problematic ISIR elements school-wide or within a specific subpopulation
Changes to ISIR Fields and Pell Eligibility	Counts the records with changes to specific ISIR fields and a description of the impact of those changes upon EFC within a specified Pell Grant eligibility range	Identifies the most problematic ISIR elements within a subpopulation defined by Pell Grant eligibility
ISIR Changes by Field Increment	Counts the number of fields corrected and the impact of those corrections on EFC within user-specified ranges of any single ISIR data element	Identifies ranges of ISIR values that should and need not be targeted by verification
ISIR Changes by Field Increment and Pell Eligibility	Counts the number of fields corrected and the impact of those corrections for applicant initially eligible for Pell awards within user-specified ranges of any single ISIR data element	Identifies ranges of ISIR values that should and need not be targeted for verification among Pell Grant recipients
Transaction Comparison	Provides a side-by-side comparison of initial and paid-on values of selected ISIR data elements for each applicant who meets user-defined selection criteria	Provides a focused review of individual cases to evaluate the applicability of any generalized patterns observed in other reports to individual students
List – EFC Change By Student	Lists names of students who experienced a change in a specific ISIR item accompanied by the change in EFC	Allows the most problematic incidences of change to a particular ISIR element to be identified
List – Verification Flags By Student	Lists names of Institutional; verification status, and whether the student experienced a change in Pell eligibility, other changes to EFC, or no change to EFC between initial and paid on transactions.	Allows a side-by-side comparison of CPS and institutional verification practices
List – Verification Selection Criteria By Code	Lists names of students to whom a specific verification profile applies	Allows the contribution of each verification profile to the overall verification system to be evaluated
List – Verification Selection Criteria By Student	Lists names of students selected for institutional verification and identifies the specific institutional profile(s) met	Indicates the reasons each individual verified student was verified; allows the potential redundancy in institutional profile to be evaluated.

